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MONTANA MIGRANT EDUCATION PROGRAM

1985 EVALUATION REPORT

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MONTANA MIGRANT EDUCATION PROGRAM

1985 EVALUATION REPORT

ECIA Chapter 1 Migrant Education

Montana Office of Public Instruction
Ed Argenbright, Superintendent
State Capitol
Helena, Montana 59620

Cover photo: Student at Fairview Migrant Program, by Gordon Gumke, Program Director

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FOREWORD

Few will dispute the premise that a sound education offers every child a brighter future. For migrant children--a group historically characterized by high dropout rates, often economically disadvantaged and seemingly limited to the labor patterns of their parents--this premise is particularly meaningful. Both national and local migrant education programs have responded with goals that emphasize success-oriented academics, career options, guidance, and vocational training that encourage children to stay in school and earn the skills fundamental to a productive adult life.

Educators in Montana and throughout the country are committed to the challenge of helping migrant children receive a sound education and a stronger, brighter future. Because of cooperative efforts among program staff, schools, supportive agencies, and parents, the "children of the road" are given continuity in their education, more alternatives, and an opportunity for success as contributing members of society.

In Montana we have the migrant child for a comparatively short time in our summer program, but a continued commitment to a positive educational climate and a well-balanced curriculum can have an impact on these important members of our society.

ACKNOWLEDGEMENTS

The data in this report were compiled with the cooperation of the Montana Migrant Education Program 1985 Project Directors: Tim Mares, Billings; Rich Alberta, Fromberg; John Trangmoe, Glendive; Gary Fulker, Hardin; Bud Veis, Hysham; Gordon Gumke, Fairview; Geri Baker, East Slope; and Larry Phelps, Billings Secondary. Ellen Meloy, Public Information Officer for the Office of Public Instruction, designed the cover and oversaw production. Northwest Regional Educational Laboratory provided technical assistance and the graphs for this report.

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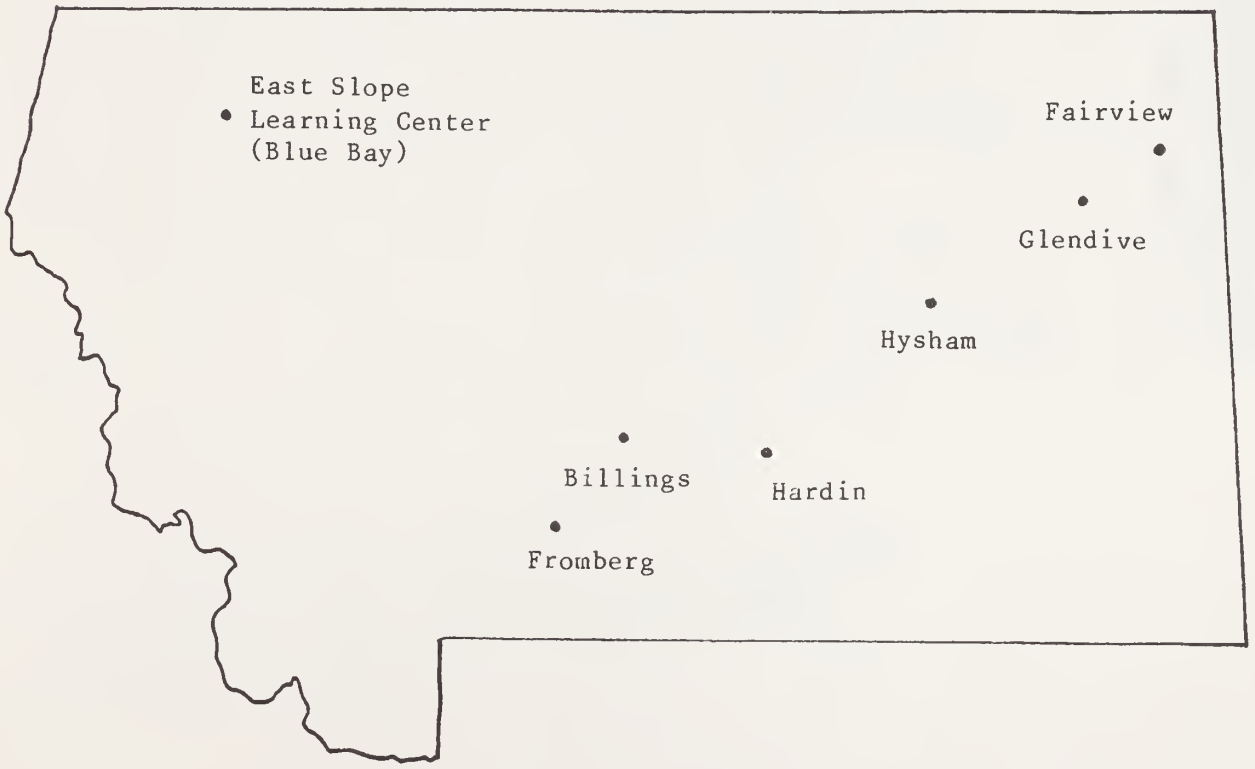
STATE OF MONTANA: PROGRAM DESCRIPTION

The Montana Migrant Education Program is under the general jurisdiction of the ECIA Chapter 1 Director in the Montana Office of Public Instruction, Helena, Montana. The operation and daily administration of the programs are contracted to each local participating education agency throughout the state.

Local programs usually are conducted at six sites along a 400-mile stretch of the Lower Yellowstone and Bighorn rivers: Fromberg, Billings, Hardin, Hysham, Glendive, and Fairview (see map below). Cherries are the important seasonal crop in the Flathead Lake Region where a migrant site, the East Slope Learning Center, is located near Blue Bay.

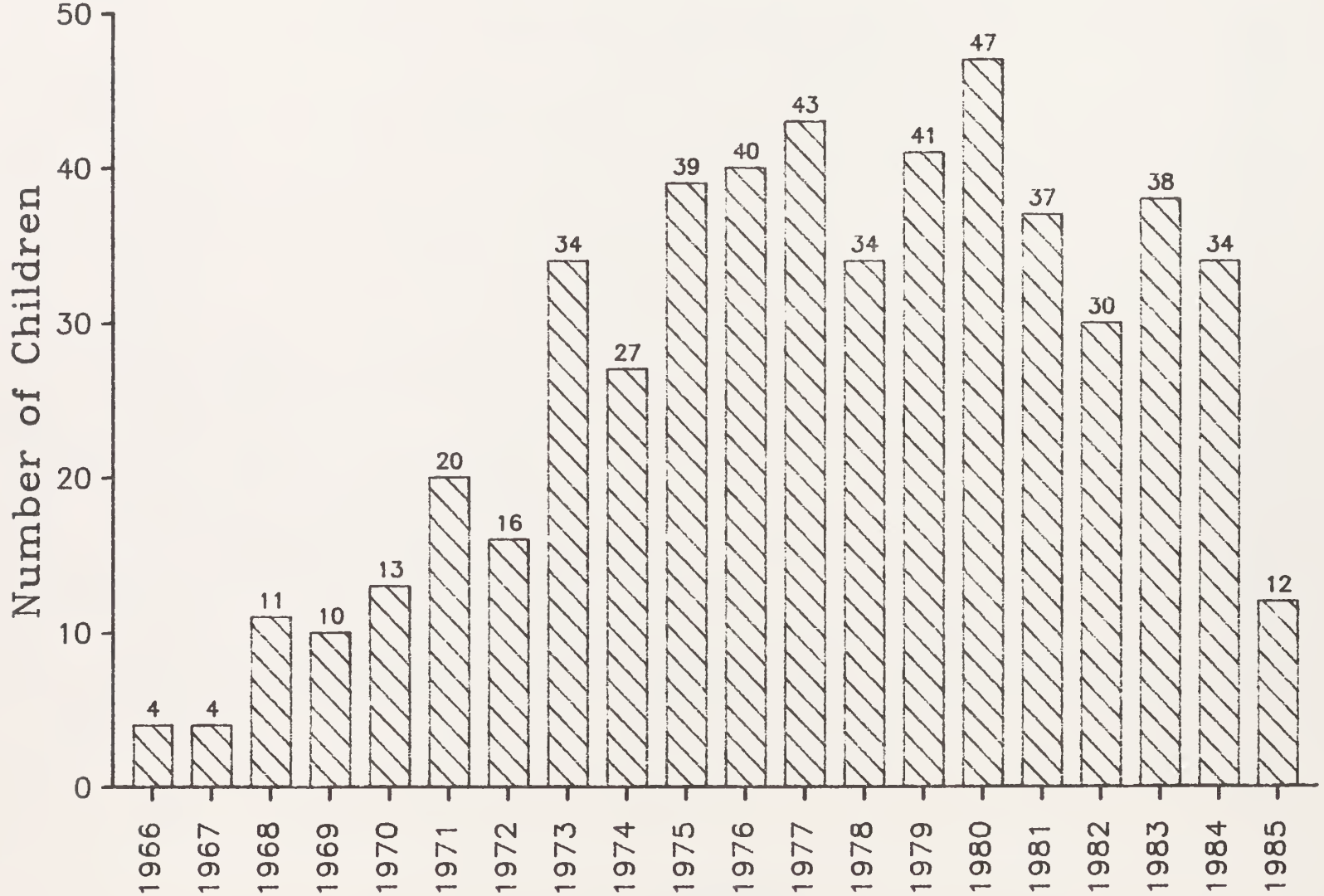
The Montana Migrant Education Program serves the children of migrant workers who are employed in the state's sugar beet industry. Although Texas is the home state of over 85 percent of the sugar beet workers in Montana, others are from California, Oregon, Florida, Kansas, Washington, Arizona, and Michigan. The majority of the children are of Mexican ancestry with a small number of Kickapoo Indians also in attendance.

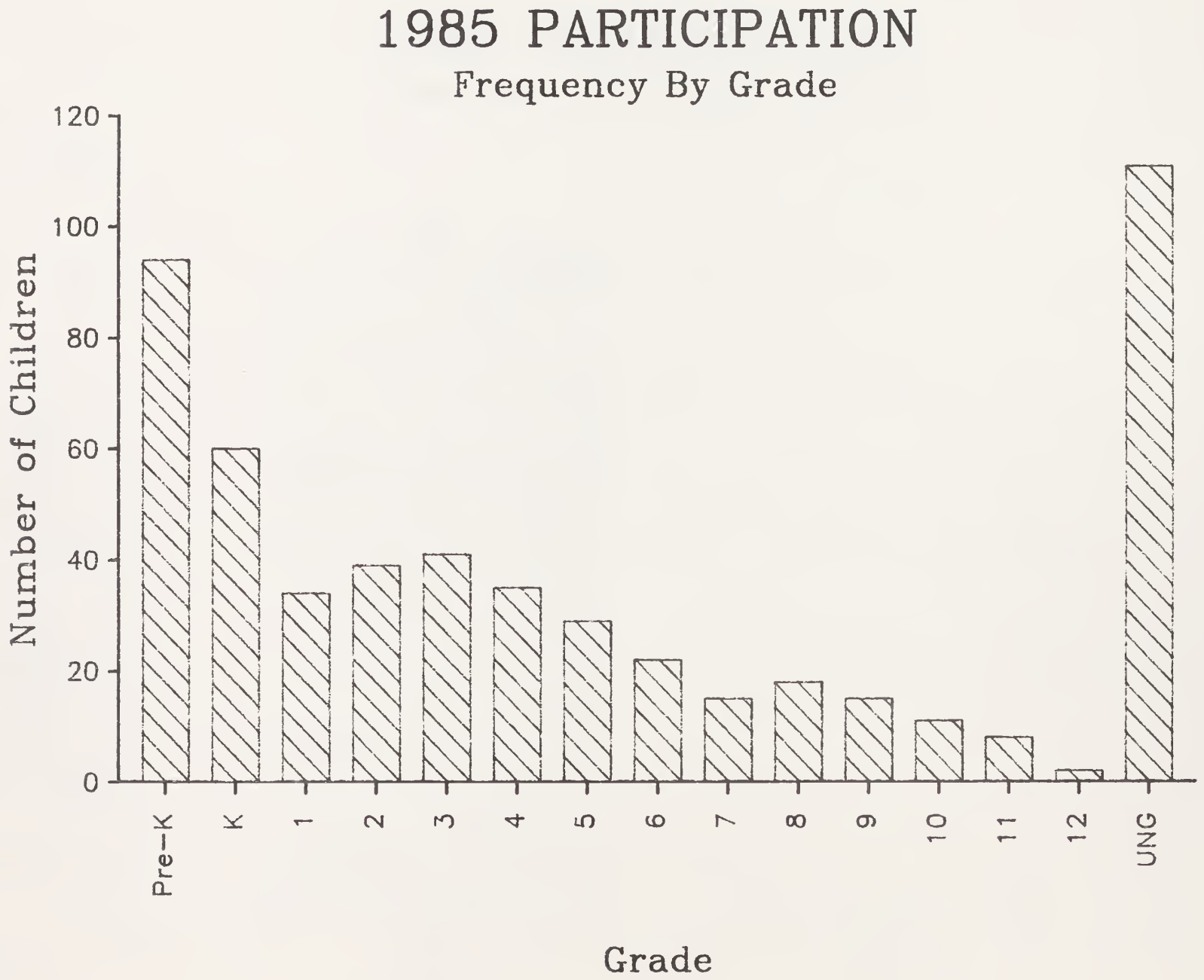
MONTANA PROGRAM SITES 1985



1985 PARTICIPATION

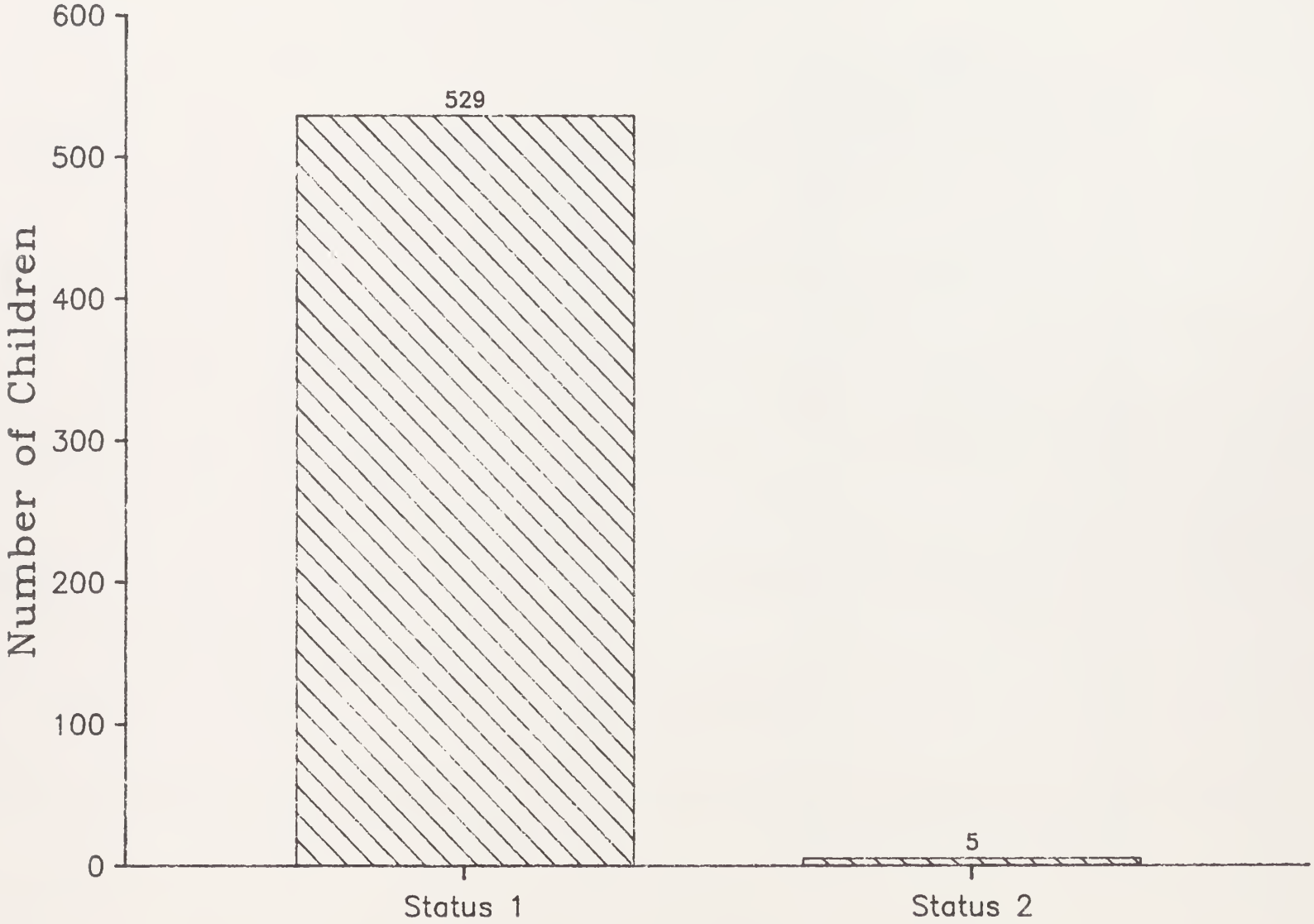
Frequency by Year of Birth




1985 PARTICIPATION
Frequency By Grade
Number of Children
120
100
80
60
40
20
0
Pre-K
K
1
2
3
4
5
6
7
8
9
10
11
12
UNG
Grade

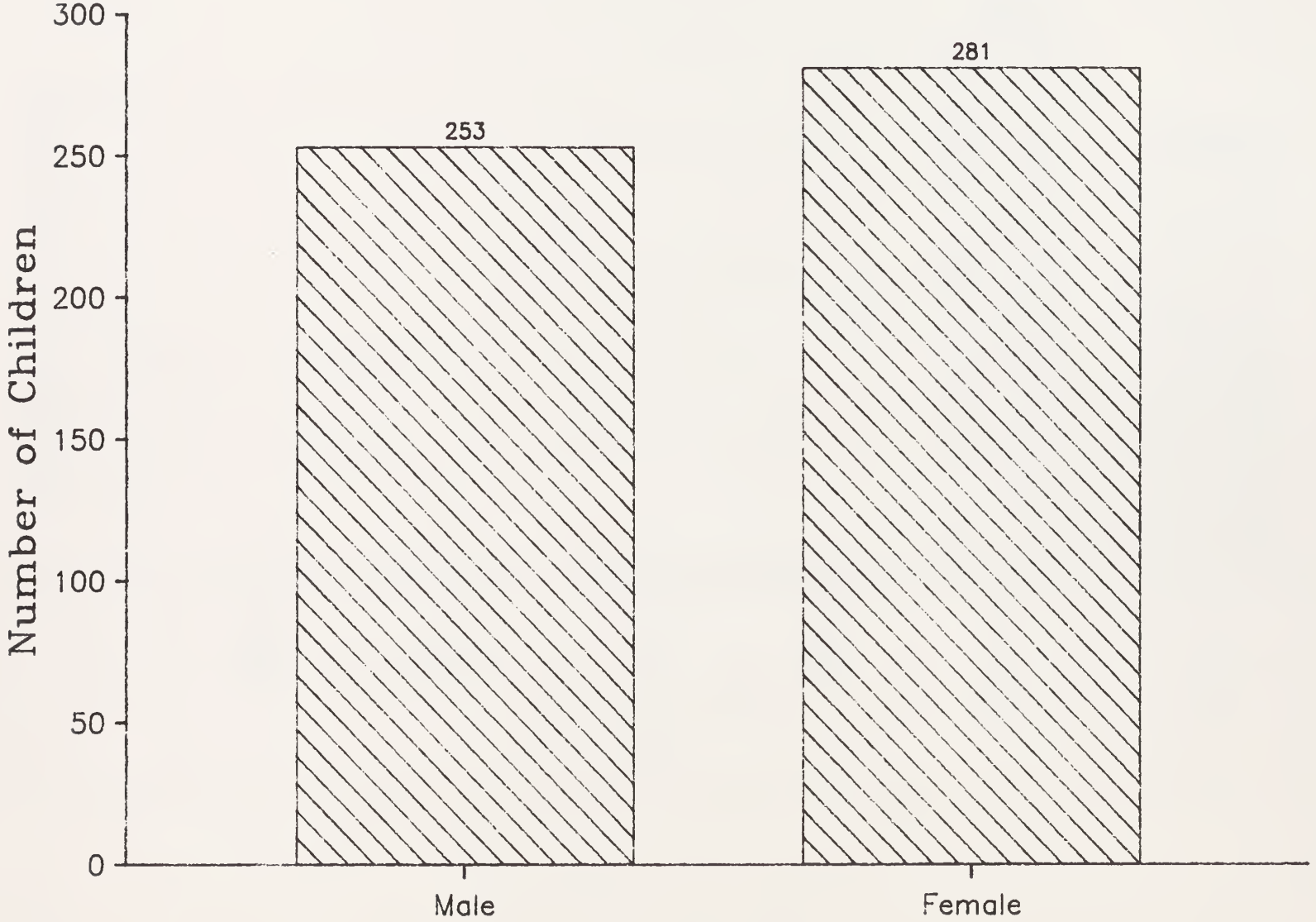
1985 PARTICIPATION

Frequency by Migrant Status



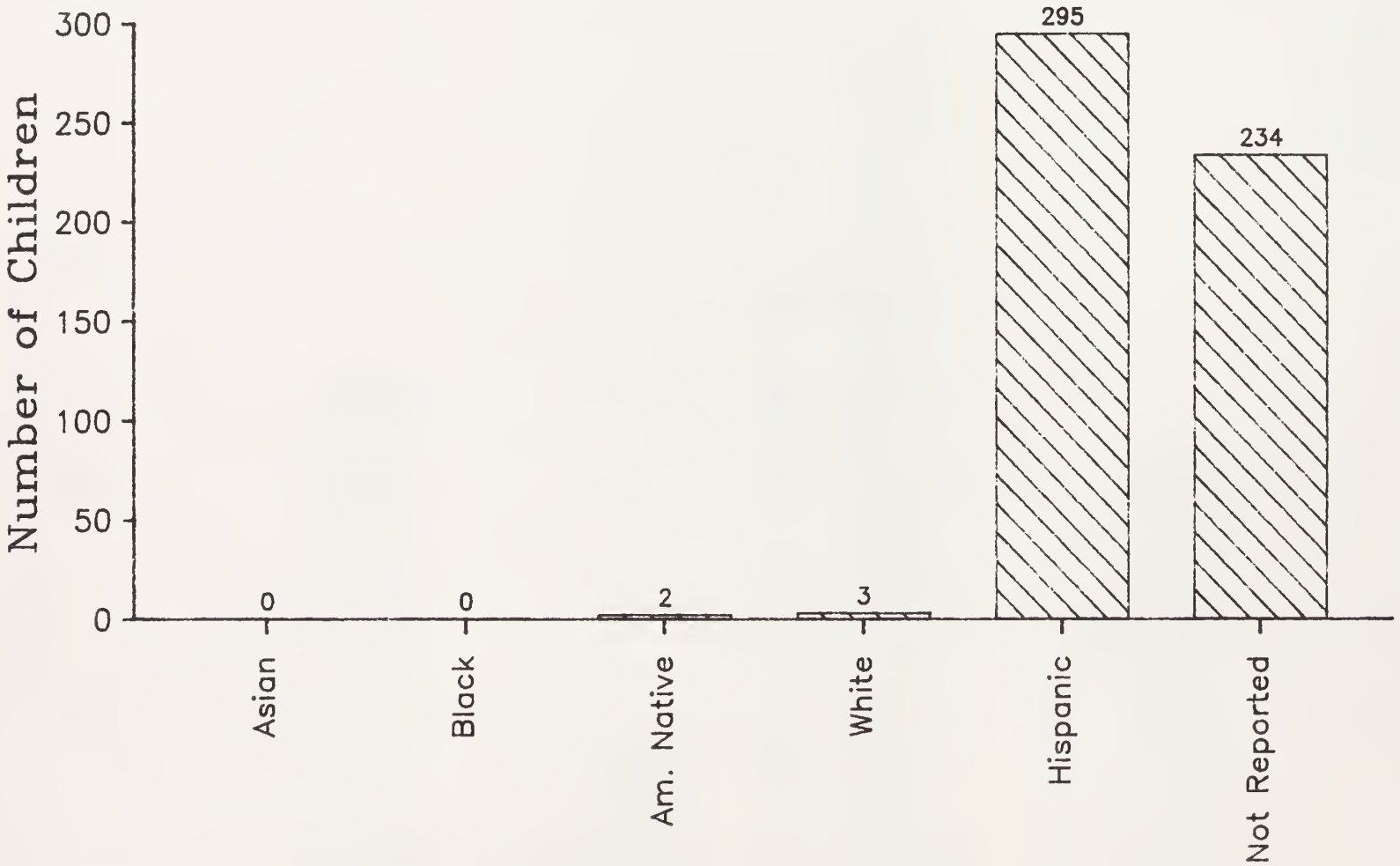
1985 PARTICIPATION

Frequency by Gender



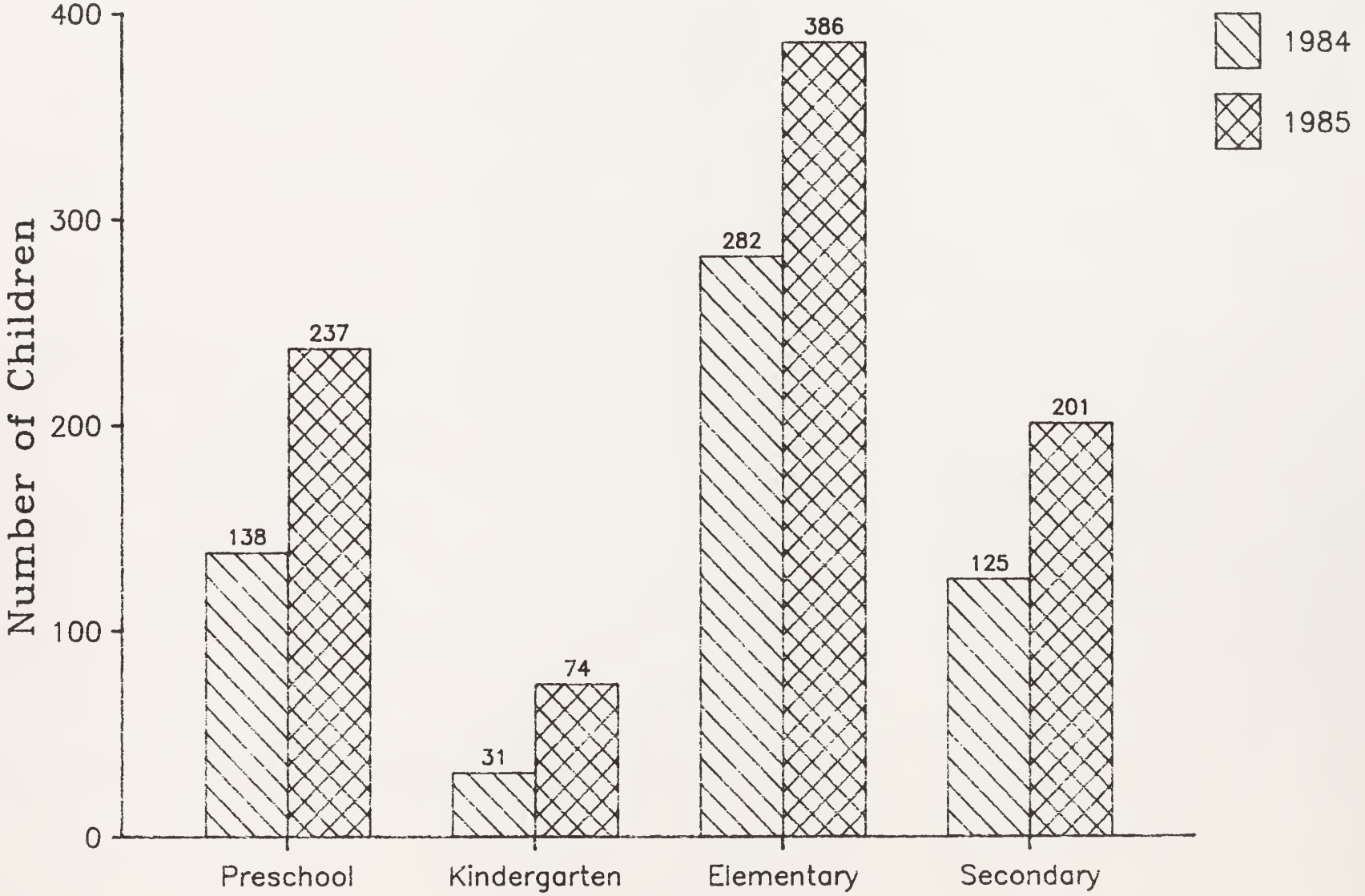
1985 PARTICIPATION

Frequency by Ethnicity



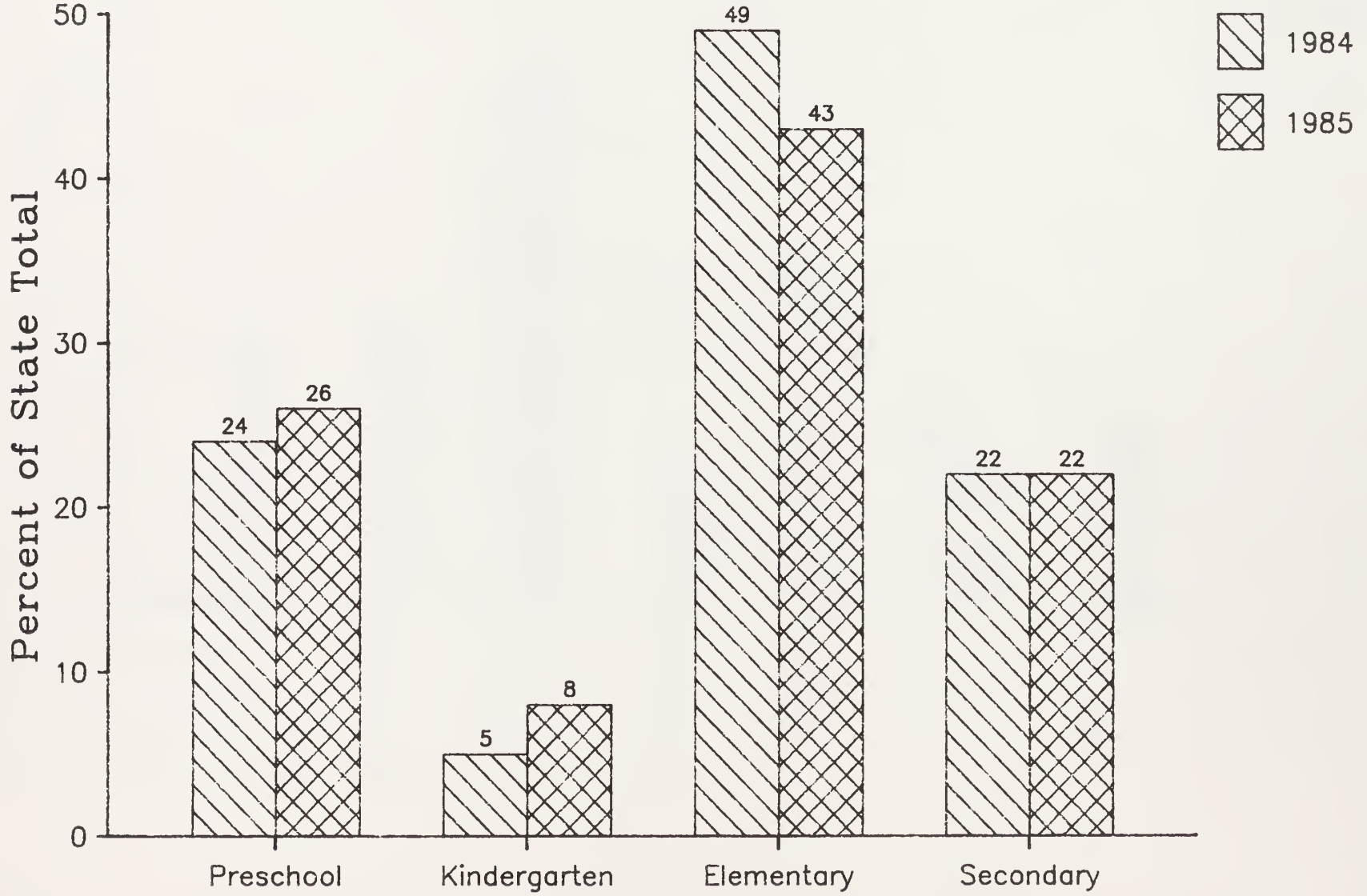
RECRUITMENT: 1984 VS. 1985

By Grade Level



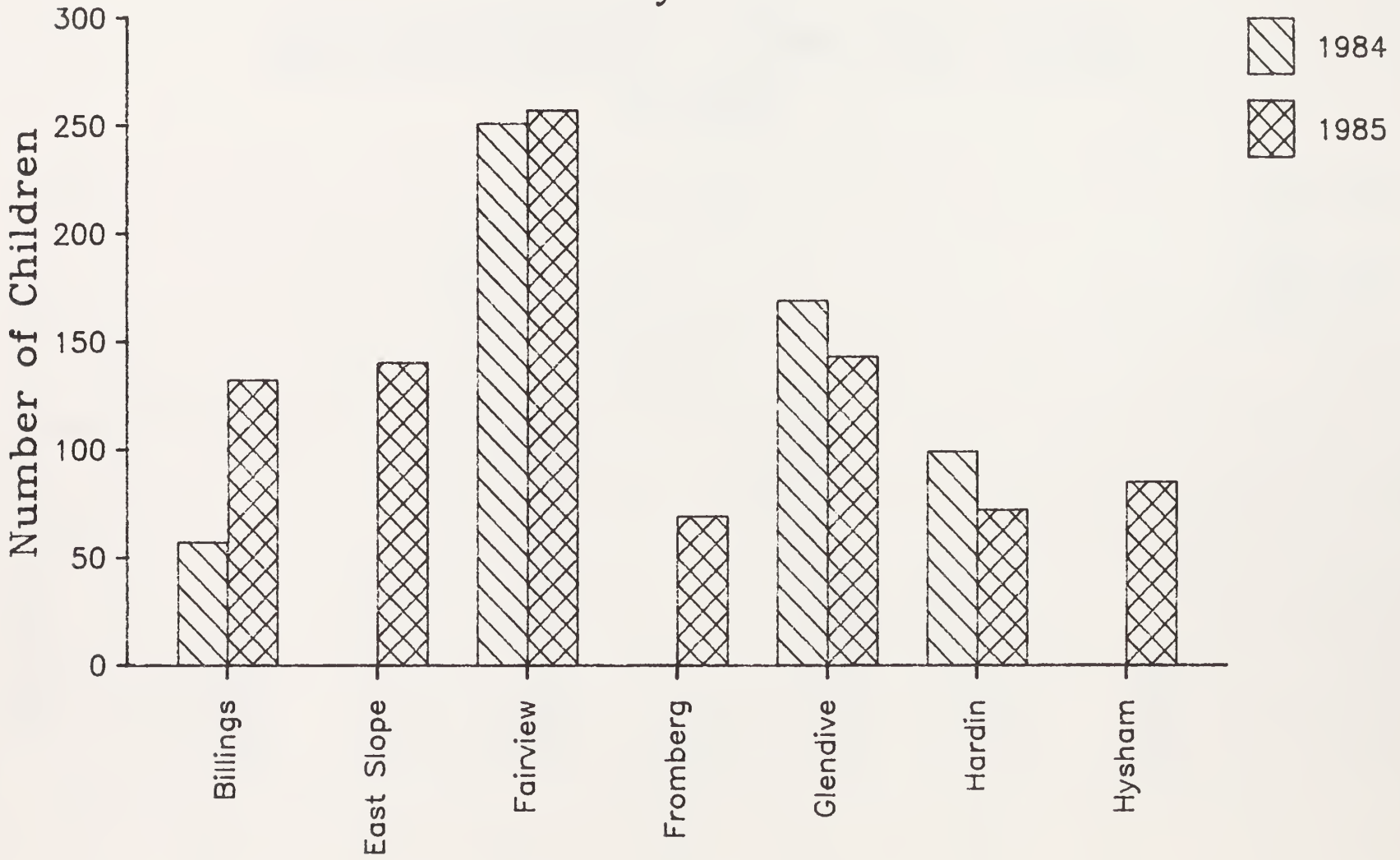
RECRUITMENT: 1984 VS. 1985

By Grade Level



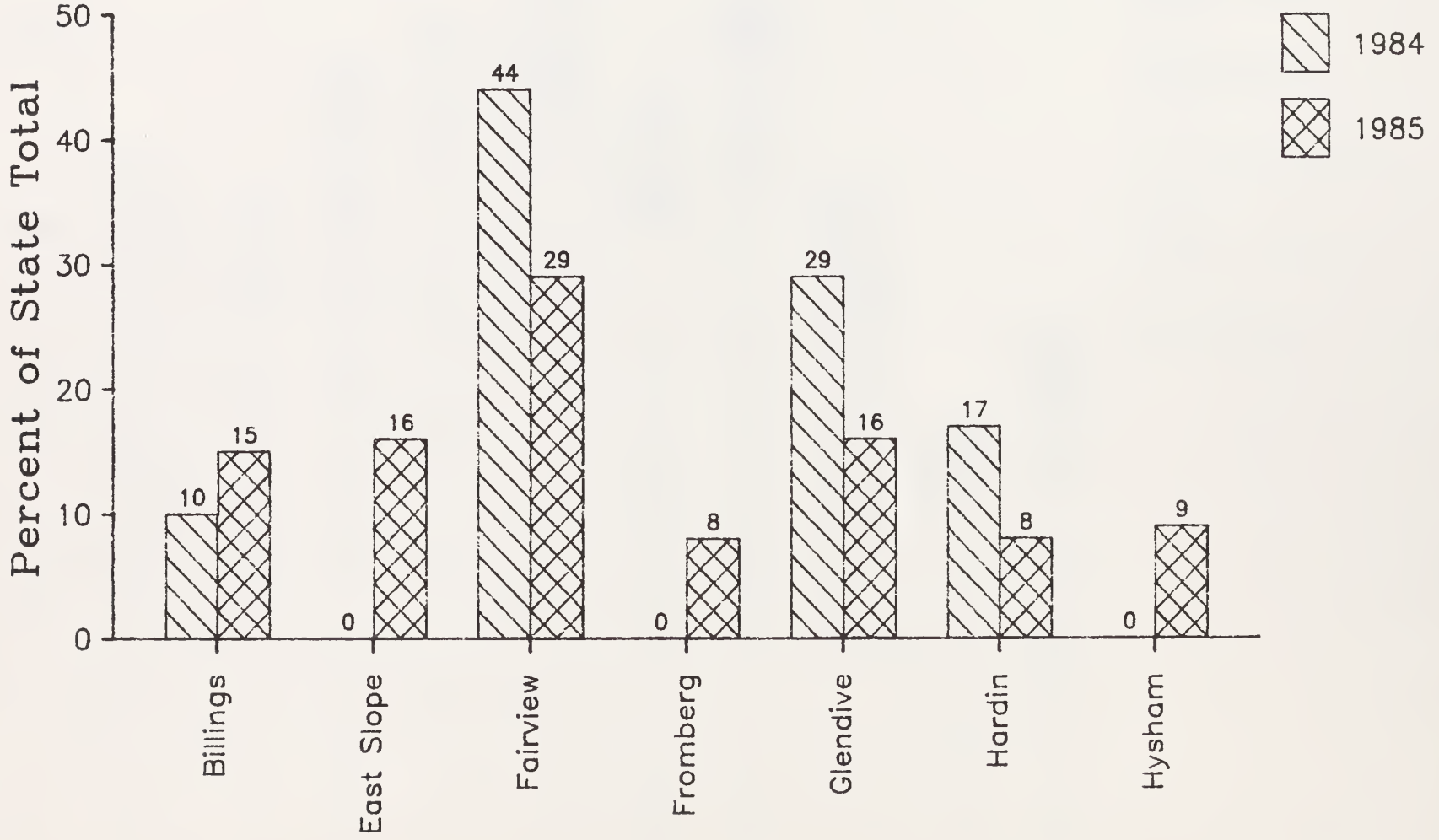
RECRUITMENT: 1984 VS. 1985

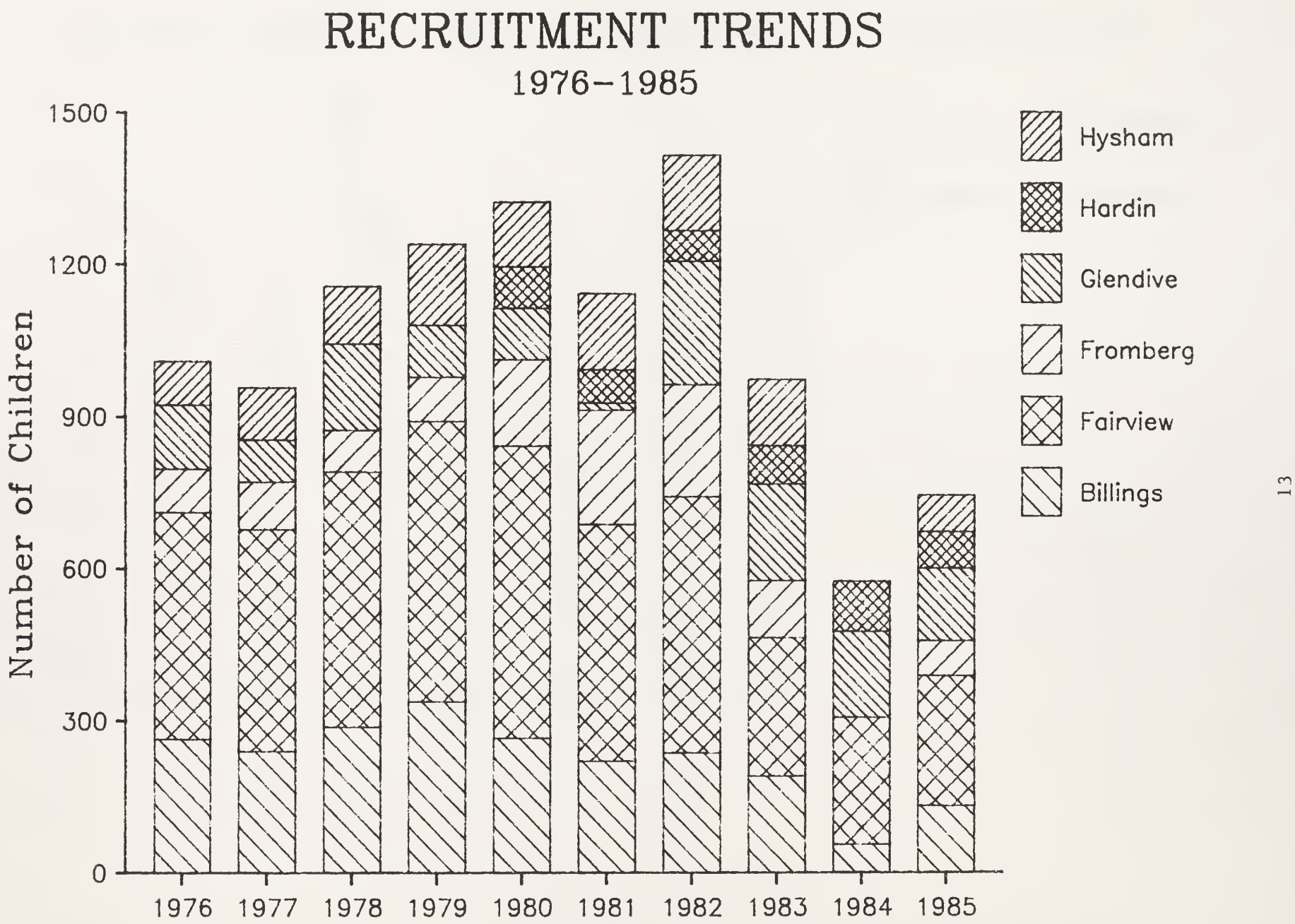
By Site



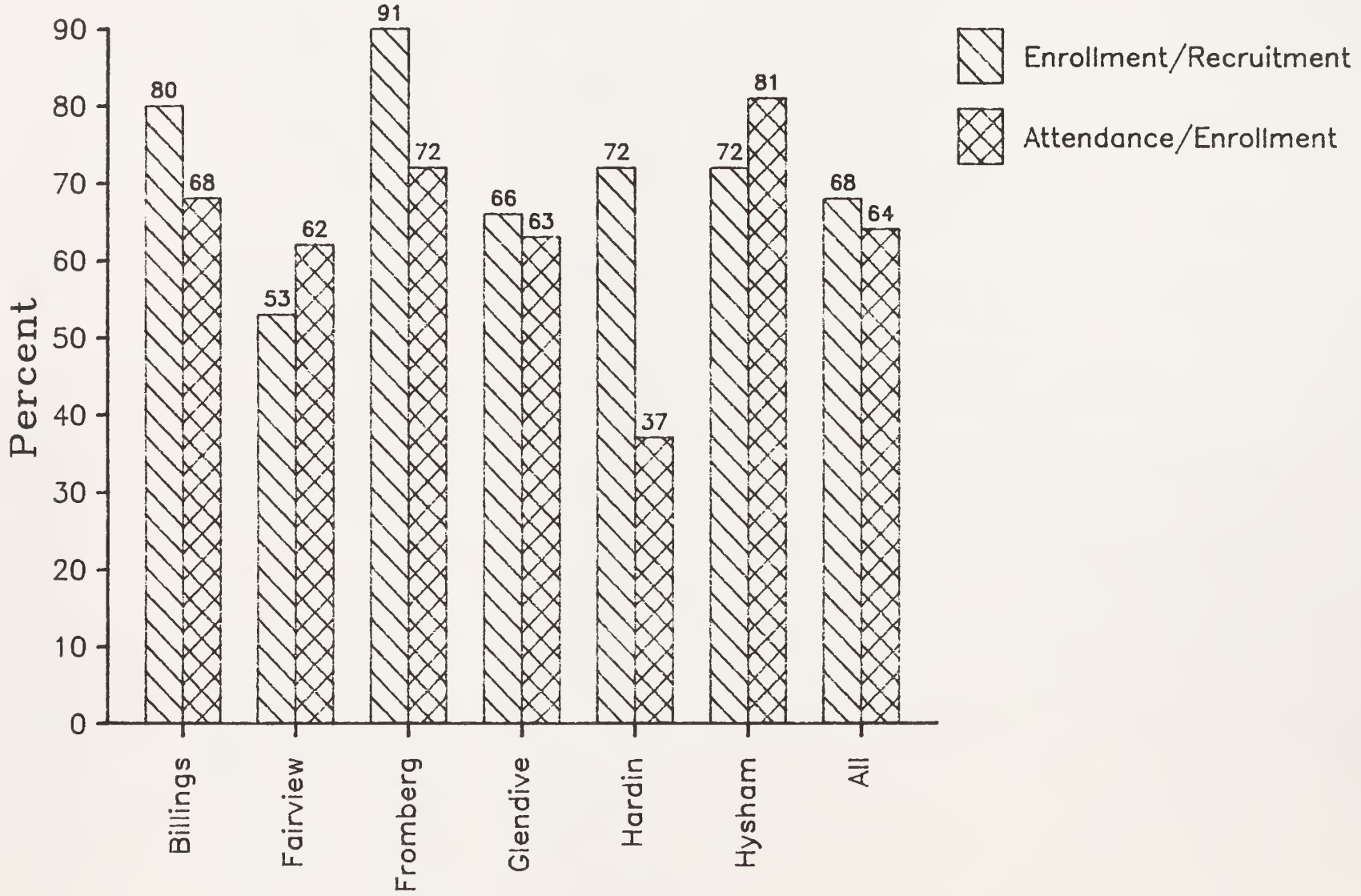
RECRUITMENT: 1984 VS. 1985

By Site




RECRUITMENT TRENDS
1976–1985
Number of Children
1500
1200
900
600
300
0
1976
1977
1978
1979
1980
1981
1982
1983
1984
1985
Hysham
Hardin
Glendive
Fromberg
Fairview
Billings

ENROLLMENT AND ATTENDANCE PATTERNS



READING INSTRUCTIONAL PROGRAM

A new reading instructional program was adopted for use in the 1985 Montana Migrant Education Program. Selected for use was Reading Basics Plus, a developmental reading program designed to help students master the skills they need to become proficient readers. At primary levels, vocabulary pages precede each collection of stories to expand reading vocabulary and introduce the functions of glossaries and dictionaries. As students advance in reading ability, activity pages give them an opportunity for independent review and application of previously taught skills. At the kindergarten level, Preparate/Listo provides a Spanish bilingual reading readiness program, another valuable aspect of the program.

Test data reported for the new Reading Program do not represent standard scores or NCEs. The number of students with matched pre/post scores is less than the number of migrant participants. Test data also do not reflect a testing schedule inside regular norms; all data is reported for summer only (5-6 weeks). The pre/post scores represent point-in-time testing, which differed greatly from site to site in administration, content length, and reporting methods.

READING TEST SCORES FOR BILLINGS ELEMENTARY

	Testing Instrument: Harper Row Curriculum Based					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Mean pretest	99.5	22.6	28.5	13.0	14.5	10.0
Mean posttest	107.0	27.0	30.0	15.0	18.0	10.5
Gain + or loss -	+7.5	+4.4	+1.5	+2.0	+3.5	+.50
Possible score	110	44	41	26	26	23
Number tested	3	5	2	8	2	2
Average age	6	7	8	10.8	12.5	11.5

READING TEST SCORES FOR FAIRVIEW

	Testing Instrument: Harper Row Curriculum Based											
	Readiness Test	Test	Test	Test	Test	Test	Test	Test	Test	Test	Test	Test
Mean pretest	48	57	79	86	15	30	11	25	22	24	26	26
Mean post-test	59	67	91	104	19	41	20	33	26	28	32	28
Gain+ or loss-	+11	+10	+12	+18	+3	+11	+9	+8	+4	+4	+6	+2
Total possible	104	128	128	130	35	43	39	44	39	39	39	39
Number tested	25	4	5	9	2	8	1	5	8	4	6	2
Average age	6	7	7	8	9	8	12	10	10	10	11	11

READING TEST SCORES FOR FROMBERG

	Testing Instrument: Harper Row Curriculum Based					
	Test Readiness	Test Grades 1-2	Test Grades 2-3	Test Grades 2-3	Test Grades 2-3	Test Grade 4
Mean pretest	21	16.8	12.75	17.4	11	15.2
Mean post-test	28	21.8	18	20	10	14
Gain + or loss -	+7	+5	5.25	2.8	-1	-1.2
Possible score	36	28	22	28	23	23
Number tested	3	5	4	5	1	.3
Average age	6	6.5	8	8.4	9	11

READING TEST SCORES FOR GLENDIVE

	Testing Instrument: Harper Row Curriculum Based						
	Readiness Test	Readiness Test	Test Pre-Primer	Test Grade 3	Test Grade 4	Test Grade 5	
Mean pretest	30	67	11	10	15	10	
Mean post-test	38	78	12	12	17	14	
Gain + or loss -	+8	+11	+1	+2	+3	+4	
Possible score	Unreported	Unreported	Unreported	Unreported	Unreported	Unreported	
Number tested	7	7	12	4	12	3	
Average age	5	6	8	9	10	11	

TABLE 8

READING TEST SCORES FOR HARDIN

	Testing Instrument: Harper Row Curriculum Based			
	Readiness Test (Bilingual Program)	Test	Test	Test
Mean pretest	Unreported	14.80	18.00	20.00
Mean post-test	Unreported	15.10	20.00	25.00
Gain + or loss -	Unreported	+.30	+2.00	+5.00
Possible score	Unreported	Unreported	Unreported	Unreported
Number tested	Unreported	5	3	7
Average age	Unreported	8	8.5	10

READING TEST SCORES FOR HYSHAM

ITEM	Testing Instrument: Harper Row Curriculum Based								
	Readiness Test	Test	Test	Test	Test	Test	Test	Test	Test
Mean pretest	Unreported	Unreported	Unreported	13	11	14	18	15	21
Mean post-test	68	29.4	12.3	21	14.8	14.5	16.5	18	20
Gain + or loss -	Unreported	Unreported	Unreported	+8	+3.8	+.5	-1.5	+3	-1
Possible score	90	36	22	28	24	23	24	25	27
Number tested	3	5	8	3	5	3	3	1	1
Average age	6	6.4	9.4	9.5	9.6	9	9	10	12

MATH PROGRAM

Teachers and students continue to support the Edits Individualized Math Program (IMP) used in the Montana Migrant Education Program. As in the past, a growing number of students continue to select Edits Math as their favorite school subject, largely because of its individualized presentation. The organization, procedure, and format are well suited to the Montana Migrant Education Program. The breakdown of skills (stated objectives in clear and concise language) is not only helpful to the children, it also clarifies the objectives for the teacher who might not be acquainted with the objectives of that particular grade.

Test data reported for the Math Program do not represent standard scores or NCEs. The number of students with matched pre/post scores is less than the number of migrant participants. Test data also do not reflect a testing schedule inside regular norms; all data are reported for summer only (5-6 weeks). The pre/post scores represent point-in-time testing, which differed greatly from site to site in administration, content, length, and reporting methods.

MATH SUMMARY FOR BILLINGS

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	14.4	20.5	25	33.76	34
End of term	18	26	32.5	45.76	43
Gain	3.6	5.5	7.5	+12	9
Possible score	18	36	41	49	69
Number tested	5	6	11	13	9
Average age	6.2	6.5	8.5	11.3	11.5

MATH SUMMARY FOR FAIRVIEW

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	7	25	24	24	37
End of term	10	29	26	27	39
Gain	+3	+4	+2	+3	+2
Possible score	18	36	41	49	69
Number tested	21	25	11	23	16
Average age	5	7	8	9	10

MATH SUMMARY FOR FROMBERG

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	16.6	24.5	28.7	36.2	39.8
End of term	18	31	36.6	43.3	46.8
Gain	+3.2	+6.5	+7.9	+7	+7
Possible score	18	36	41	49	69
Number tested	8	8	15	22	13
Average age	7.5	7.5	8	10.2	11.2

MATH SUMMARY FOR GLENDIVE

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	14	28	32	38	34
End of term	15	36	41	47	34
Gain	+1	+8	+9	+9	--
Possible score	Unreported	Unreported	Unreported	Unreported	Unreported
Number tested	17	6	22	19	8
Average age	6	7	9	10	10

MATH SUMMARY FOR HARDIN

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	Unreported	Unreported	Unreported	38.0	29.3
End of term	"	"	"	43.7	32.5
Gain	"	"	"	+5	+3.20
Possible score	"	"	"	49	69
Number tested	"	"	"	6	4
Average age	"	"	"	10	12

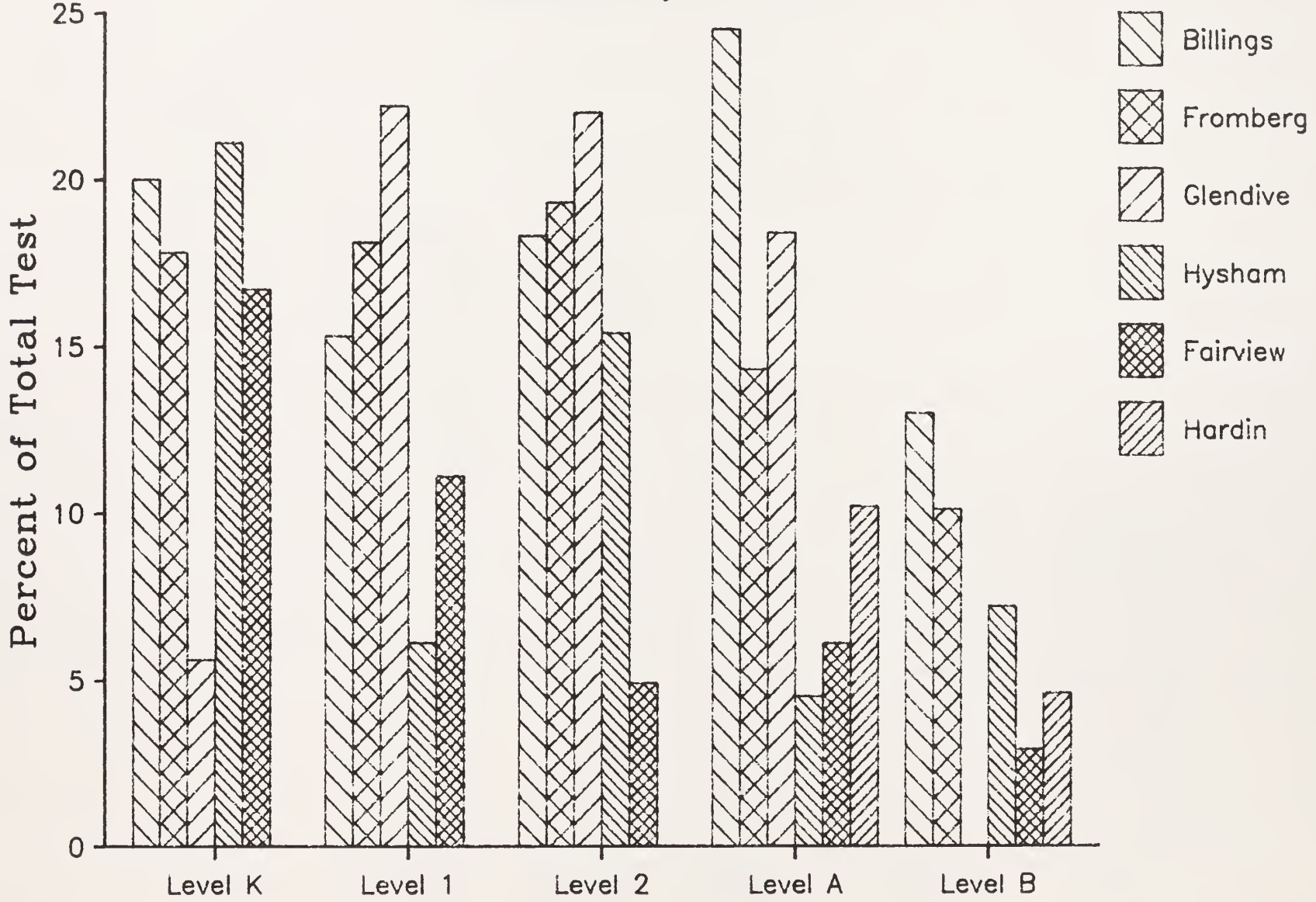
No scores reported in K-2

MATH SUMMARY FOR HYSHAM

ITEM	Math Levels: IMP				
	K	1	2	A	B
Start of term	13.8	26	31.2	36.3	57
End of term	17.6	28.2	37.5	38.5	62
Gain	+3.8	+2.2	+6.3	+2.2	+5
Possible score	18	36	41	49	69
Number tested	9	15	14	11	1
Average age	6.2	7.5	10	10.1	12

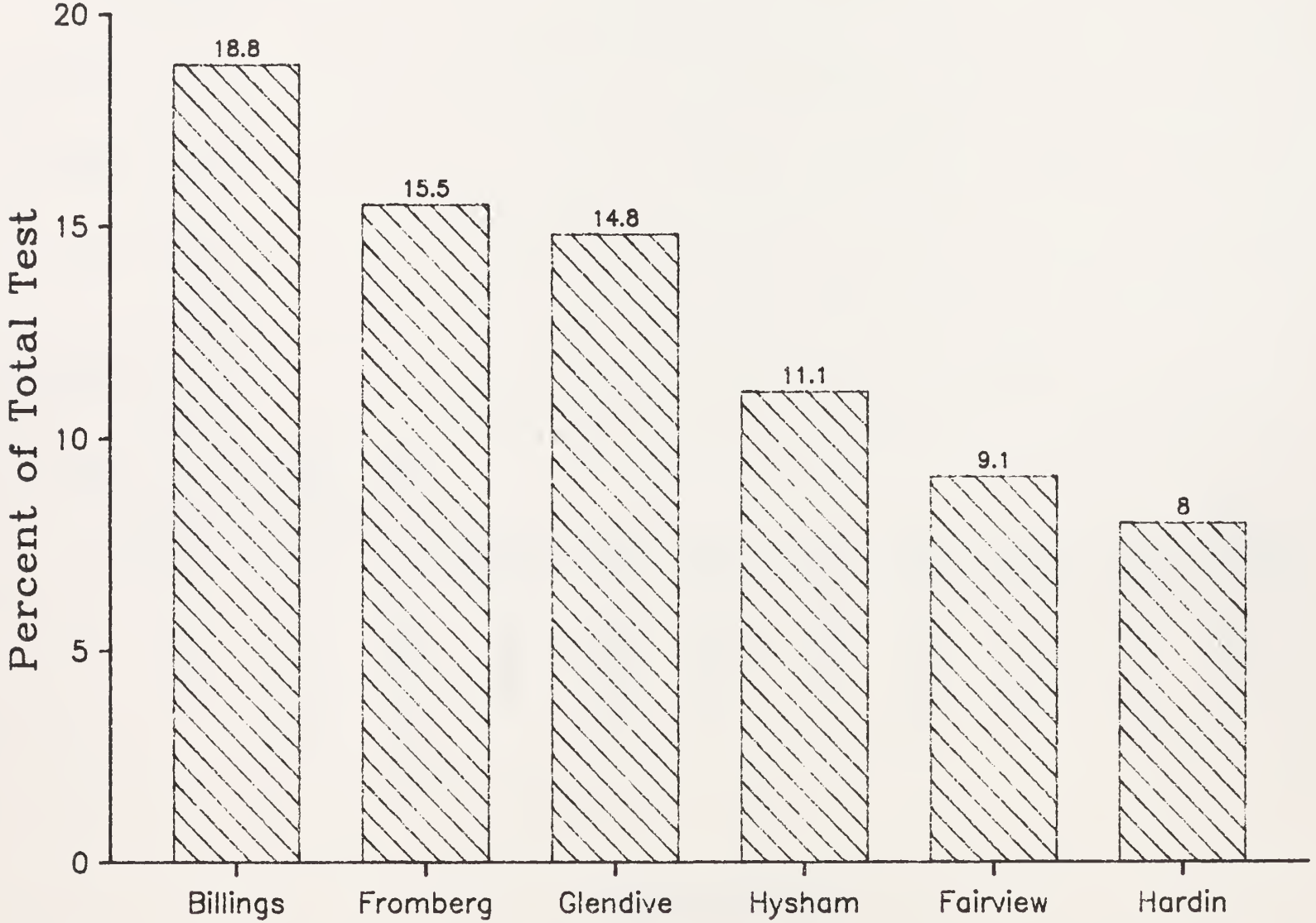
MATH ACHIEVEMENT GAINS

Sites by Level

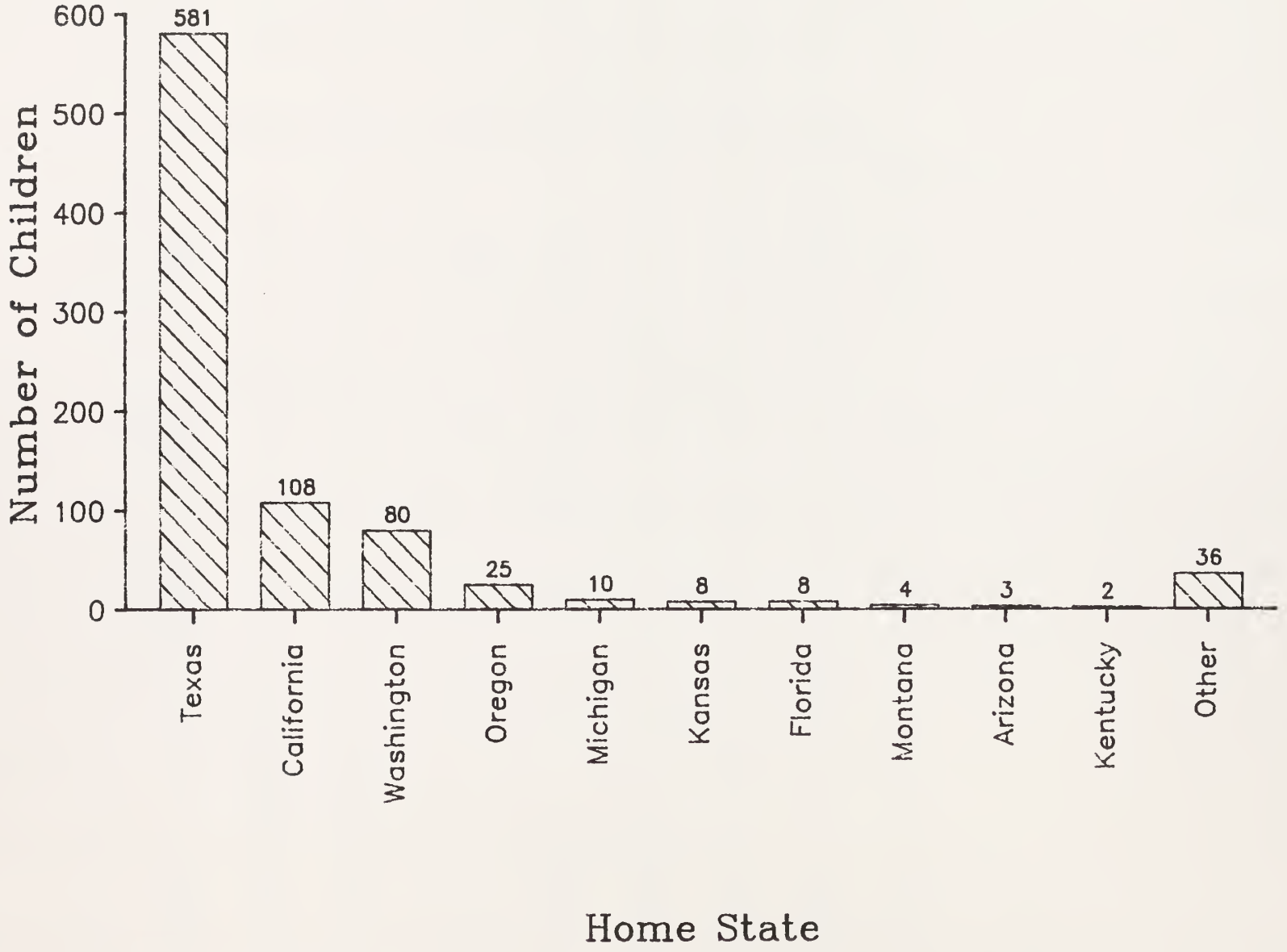


MATH ACHIEVEMENT GAINS

Average of All Levels



HOME BASE


Number of Children
600
500
400
300
200
100
0
581
108
80
25
10
8
8
4
3
2
36
Texas
California
Washington
Oregon
Michigan
Kansas
Florida
Montana
Arizona
Kentucky
Other
Home State

BILINGUAL STAFF

PROJECT	BILINGUAL TEACHERS	BILINGUAL AIDES	OTHER BILINGUAL STAFF	TOTAL BILINGUAL STAFF
Billings Elementary	1	5	0	6
Billings Secondary	1	1	0	2
East Slope	2	3	0	5
Fairview	1	3	0	4
Fromberg	1	6	0	7
Glendive	2	3	0	5
Hardin	0	2	0	2
Hysham	2	3	2	5
TOTAL	2	4	3	9

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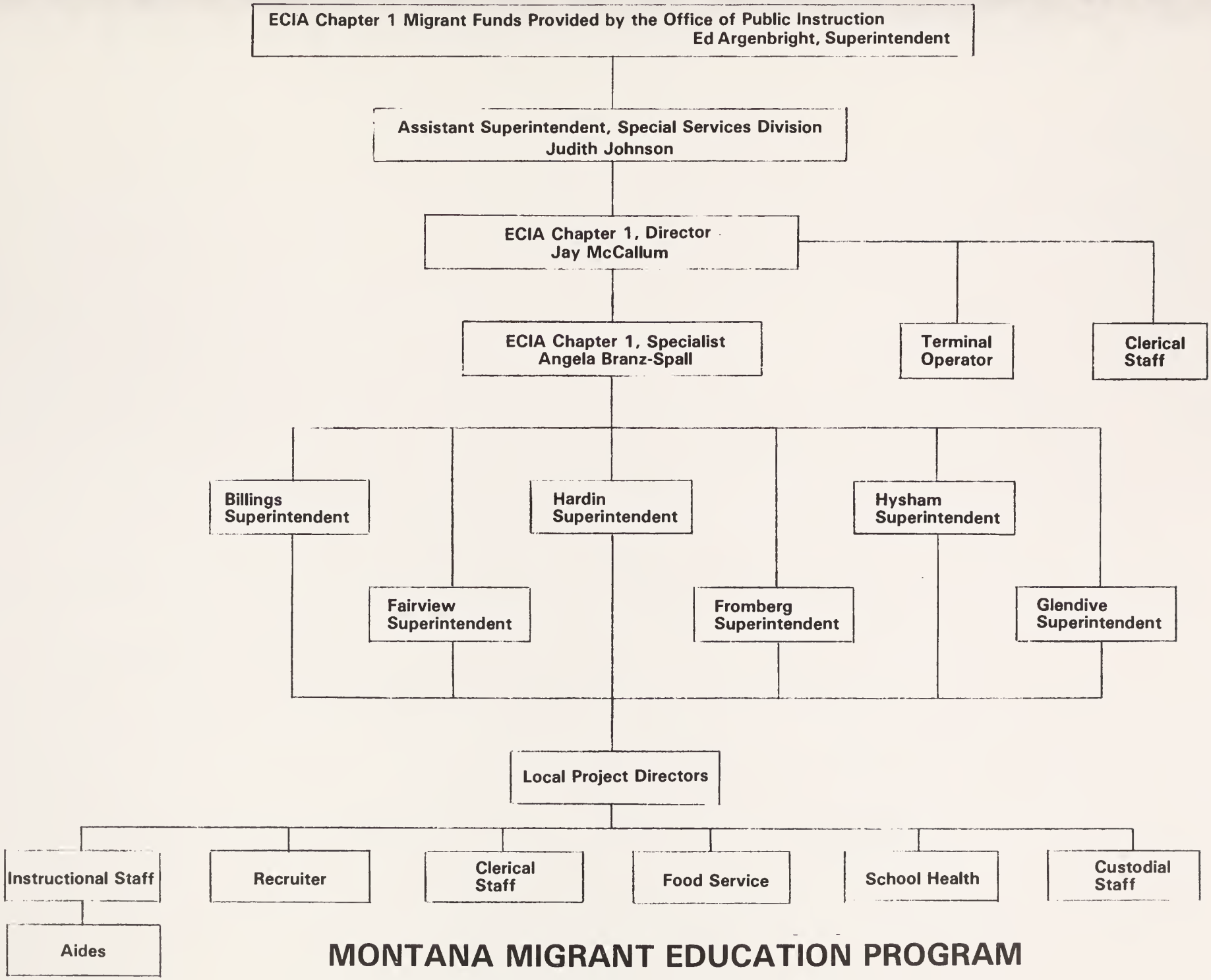

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